DOCUMENT RESUME

ED 367 496 PS 022 173

TITLE	Second Helping: An Advanced Enrichment Course for Family Child Care Providers. Program Information Package. [Revised.]
INSTITUTION	Windflower Enterprises, Colorado Springs, CO.
PUB DATE	20 Dec 93
NOTE	51p.
AVAILABLE FROM	Windflower Enterprises, 815 North Nevada Avenue, Suite 1, Colorado Springs, CO 80903 ($5).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Child Caregivers; Early Childhood Education; Entrepreneurship; *Family Day Care; Franchising; Learning Modules; Mentors; *Peer Teaching; *Teacher Education; *Teacher Educator Education; *Teacher Educators; Workshops
IDENTIFIERS	*Family Day Care Providers

ABSTRACT

Second Helping is a 32-hour, 4-module course designed by and for family child care providers to address issues of concern to the provider, such as individual well-being, business skills, family relations, and child development. This booklet discusses the Second Helping family child care provider training course and outlines the qualifications needed to become a Second Helping instructor. Prospective instructors need 3-to-5 years of family child care experience, proven leadership experience, involvement in professional activities, and a willingness to attend a 6-day Train-the-Trainer course. An outline of the curriculum and costs of the Train-the-Trainer course, and a description of the benefits of being a Second Helping certified instructor, are provided. Appendixes provide a Second Helping module summary and outline, and information about hosting a Train-the-Trainer course, community partnerships, start-up considerations, Master Provider credentials, and Windflower Enterprises, the developer of the course. (MDM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

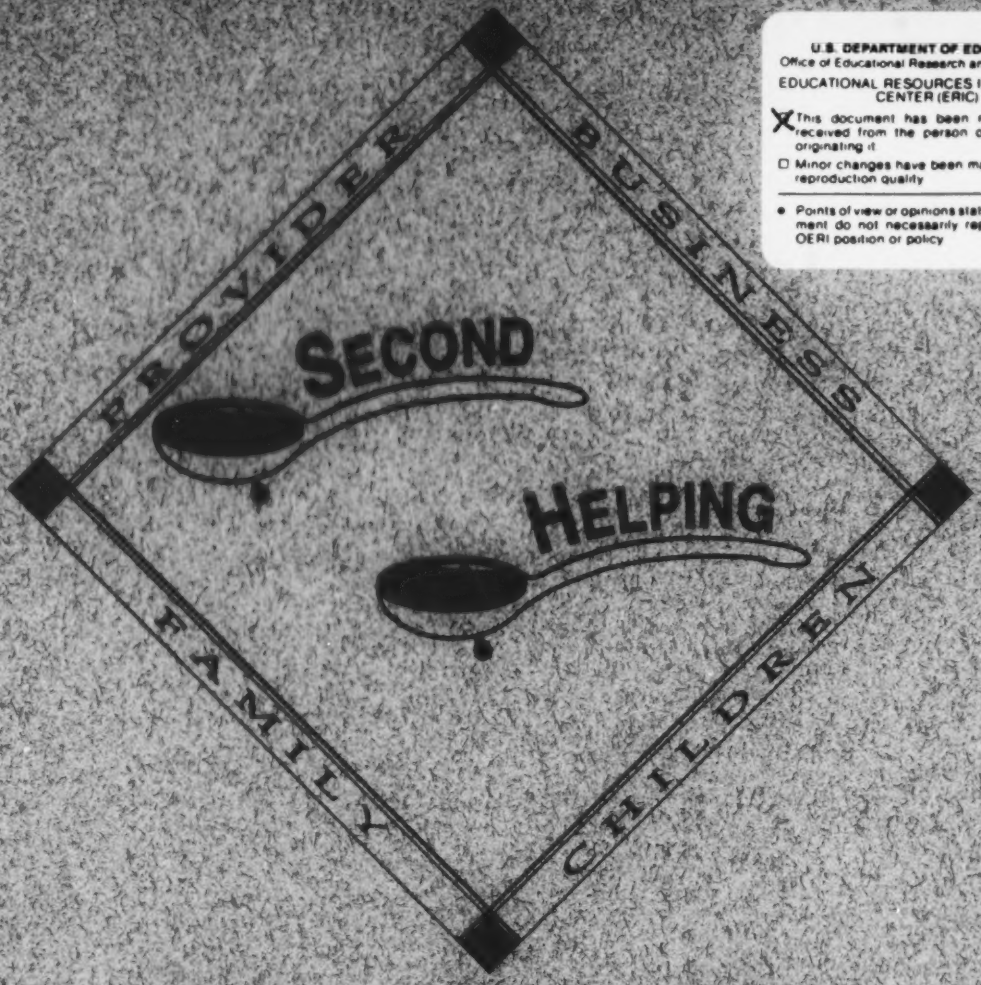
ED 367 496

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy



An Advanced Enrichment Course
for Family Child Care Providers

PROGRAM INFORMATION PACKAGE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Cheryl-Ann Whitehead
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

WINDFLOWER ENTERPRISES
142 S. Claremont Street
Colorado Springs, CO 80910
(719) 520-1614

PS 022173

BEST COPY AVAILABLE

INTRODUCTION

Thank you for your interest in *Second Helping*, the advanced enrichment course for family child care professionals, developed by Windflower Enterprises.

Windflower Enterprises is a national education, advocacy and consulting firm founded by three family child care providers and a child/provider advocate (for more information, see Appendix F).

In 1989, *Second Helping* was piloted in the Denver-metro area by the Colorado Association of Family Child Care. After two years and nearly 200 graduates, curriculum evaluations were studied and further improvements and revisions were made. In a three year period, over 300 Colorado providers graduated from the program and *Second Helping* has proven to be CAFCC's most successful training program to date.

Second Helping became available nationally in the spring of 1991, through the certification of provider-instructors. There are now over 200 certified instructors in 25 states (including the Target Family-to-Family site of Milwaukee, Wisconsin).

The excitement and enthusiasm generated by the 32-hour, 4-module course speaks to the unique atmosphere created by family child care providers teaching other providers. Additionally, the curriculum is reality-based, designed to encourage peer interaction and to have a positive impact on both provider longevity and quality child care.

This package contains detailed information regarding *Second Helping*, the certification of instructors through the Train-the-Trainer Course, and the program in general. An Instructor Application and list of available training dates are enclosed separately.

After reviewing the information in this package, if you would like the opportunity to discuss the program and have your questions answered, please contact our office from 9:00 a.m. to 5 p.m. (MST) at (719) 520-1614.

Windflower Enterprises

Catherine Clarke
Cynthia Neale-Downing
Sandra Schalmo
Cheryl-Ann Whitehead

Please feel free to photocopy all or any portion of this package for distribution, or to quote any of the information contained herein for grant proposal purposes.

Table of Contents

What is *Second Helping*? . . . . . Page 1

How Can We Get *Second Helping* in Our Community? . . . . . Page 2

What *Second Helping* Can Offer: . . . . . Page 3
- Provider-Instructor Candidates
- Sponsoring Agencies or Organizations
- Business and Industry

Second Helping Instructor Qualifications . . . . . Page 4

Application/Selection Process . . . . . Page 5

Train-the-Trainer Course . . . . . Pages 6 - 10

What does it Mean to be a Certified *Second Helping* Instructor? . . . . . Pages 11 - 12

Appendices

Appendix A: Hosting a Train-the-Trainer Course . . . . . Pages 13 - 14

Appendix B: Partnerships . . . . . Pages 15 - 20

Appendix C: Start-up Considerations . . . . . Pages 21 - 28

Appendix D: *Second Helping* Summary & Outline . . . . . Pages 29 - 39

Appendix E: Master Provider Credential . . . . . Pages 41 - 42

Appendix F: Windflower Enterprises . . . . . Pages 43 - 47

Manual Release/Order Form

What is *Second Helping*?

Second Helping is a 32-hour, 4-module, advanced enrichment course that was developed by three family child care providers and a child/provider advocate. It promotes the growth and development of the family child care profession through the concepts of mentoring, peer-training, and community partnerships. Provider-instructors are at the very core of these concepts.

Second Helping is first and foremost a powerful mentoring program, creating opportunities at many levels:

> The course was designed to be taught exclusively by experienced family child care providers. Instructors are mentored through an intensive Train-the-Trainer Course, as well as receiving ongoing support and technical assistance directly from Windflower.

> Through the process of teaching the curriculum, *Second Helping* Instructors become mentors to those who enroll in the course, using the skills they learned during the Train-the-Trainer Course, as well as their own experience in family child care.

> The curriculum is designed to be participatory and encourage peer interaction. Through this process, instructors are able to facilitate as providers mentor each other by sharing their unique perspective and varied experiences with the class.

Although providers must have 3- to 5-years experience to become *Second Helping* Instructors, the curriculum itself was written to meet the needs of experienced family child care providers who have been in the field at least eighteen months or longer -- depending on the developmental level of the specific provider community.

Second Helping offers advanced skills that are specific to the profession. These skills might take years to develop on a trial and error basis -- and statistics tell us that many providers do not survive that process. It teaches providers to develop creative coping solutions for the drawbacks to the family child care profession, thereby increasing longevity. It also encourages providers to nurture themselves and teaches the skills that enable them to do so.

Second Helping stimulates individual growth and reflection, validates a customized approach to the diversity of homes, provides definition for the innate qualities found only in family child care and examines the challenge of blending the business and nurturing sides of the profession.

Second Helping is an empowering experience for providers, impacting their personal and professional self-esteem. In doing so, it encourages providers to other education opportunities and to become leaders in their profession.

Second Helping addresses the key components of family child care in four 8-hour modules, and includes a trainee manual for each module:

The PROVIDER / The BUSINESS / The FAMILY / The CHILDREN

Second Helping offers opportunities for customizing the curriculum to meet the needs of individual provider communities.

[See Appendix D, Pages 29-39 for a detailed description of the curriculum.]

How Can We Get *Second Helping* In Our Community?

One of the most unique features of *Second Helping* is that it is more than a training course.

Second Helping was designed to be a community-based project that encourages and enhances partnerships between provider-instructors, provider associations, and other community agencies or organizations. As such, the program offers many options and choices, allowing communities to customize the way in which it is administered to best meet the needs and resources of each location.

Second Helping is available through the certification of provider-instructors. Instructors become certified after completing a six-day Train-the-Trainer Course. Most instructors are sponsored by a partner-agency to attend the course, in fact, preference is given to those providers who are in partnership with an agency or organization in their community in order to administer the training. However, some instructors, particularly those who are unable to obtain sponsorship, work independently and/or work with several partners.

Instructor-candidates must meet certain qualifications and submit their application to Windflower Enterprises. Train-the-Trainer Courses are held 3 to 4 times a year in Colorado Springs (where Windflower Enterprises is based), annually at Wheelock College in Boston and periodically at other locations, as requested [See Appendix A, Hosting a Train-the-Trainer Course, Page 13]. Once certified, instructors are able to offer the course to family child care providers in their area.

The remainder of this booklet provides detailed information about the program, whether you are a provider interested in becoming a *Second Helping* Instructor, or an agency/organization interested in sponsoring and therefore partnering with a provider-instructor to administer *Second Helping*.

What *Second Helping* Can Offer:

Second Helping Instructors

As a *Second Helping* Instructor, you will be accepting a new challenge that will allow you to directly impact the future of your profession -- and therefore the future of children and families -- in profound ways. You will draw upon your own valuable experience, using a curriculum developed by and for providers, to facilitate growth and mentoring among other family child care providers.

Becoming a *Second Helping* Instructor is an empowering, rewarding experience that offers a new career path opportunity.

As a *Second Helping* Instructor, you have the opportunity to form or enhance community partnerships, working with local agencies or organizations to administer the training. Together you can create an exciting, customized training project that will best meet the needs and unique characteristics of your provider community.

Sponsoring Agencies or Organizations

Second Helping offers agencies and organizations an opportunity to partner with family child care providers in the community to offer an innovative training program. Stimulating creative partnerships to reach common goals -- provider longevity and quality family child care -- can result in greater unity and mutual understanding.

Second Helping is a "peer-mentor" training. Family child care providers are generally more willing to attend programs that are developed by their peers, and more willing to learn from and with providers who have "been in the trenches." The credibility of a peer instructor increases the power of the message. As such, supporting a training program that is specific to the profession and offers instructor opportunities to experienced providers, helps to build agency credibility and trust within the provider community.

Second Helping offers organizational visibility, creating a reputation for a proactive commitment to quality child care. In addition, it can furnish a foundation on which to build other programs or services.

Depending on the partnership negotiated and the choices made, *Second Helping* may be administered as a self-supporting program, totally scholarship-based or income-generating [See Appendix C, Pages 22-23].

Business and Industry

Second Helping offers an opportunity to invest in the community, impacting both child care quality and provider longevity by supporting a program that successfully combines two powerful ingredients -- mentoring and education.

Second Helping Instructor Qualifications

> Required: 3- to 5-years experience as a (mandatory or voluntarily) regulated family child care provider -- licensed, certified, registered or otherwise regulated (where available).

* Former providers are eligible if they were successful in the field (meeting the experience requirements), and left active family child care (preferably) less than 2 years prior, and (with no exceptions) not more than 3 years prior to application.

> Required: Previous adult training and/or public speaking and/or leadership experience.

* Leadership experience may include holding office in a provider association or other community or civic organization.

* Adult training or public speaking experience may be in any field or occupation, not necessarily child care-related.

> Required: Minimum of three (3) letters of reference, recommending both your subjective qualifications (character, personality, interpersonal skills), and your objective qualifications (leadership, public speaking, training and/or teaching experience).

* No more than one (1) letter from any of the following: Officer of a local provider association; officer of a state provider association; director of a resource and referral agency; child care food program consultant; officer or chairperson of any civic organization with which you served.

> Preferred: A demonstrated history of involvement in the family child care profession on a local, state or national level.

* Provider association membership, attending meetings, committee work, etc.

> Must be willing to attend the six-day Train-the-Trainer Course.

* Candidates may select the course dates that best meet their schedule and needs.

(Process will differ for regional or hosted Train-the-Trainer Courses)
We suggest that applications be submitted within forty-five (45) days of the training date, whenever possible. However, all paperwork and the application fee must be received NO LATER THAN THIRTY (30) DAYS PRIOR TO THE TRAINING DATE, unless by special arrangement or purchase order, to allow adequate time for processing, travel arrangements and course planning.

> First

Submit the enclosed *Second Helping* Instructor Application, along with all supporting documentation, and $100 application fee to Windflower Enterprises.

* You may submit your application prior to obtaining the required letters of reference; however, they must be submitted within thirty (30) days prior to the training date.

* You may contact our training coordinator/travel agent, Donna Evanoika at High Plains Travel, 800-748-3939, to inquire about travel or accommodations, or to make preliminary reservations. However, <u>you will not be ticketed until your acceptance is confirmed and the class itself is confirmed</u> [a minimum number of participants are required to confirm the class]. Keep in mind that tickets must be purchased within 21 days of travel in order to take advantage of the lowest fares. **[In order to coordinate ground transportation and other details, participants must make arrangements through our official travel agent.]**

> Second

Upon receipt, Windflower will review each application to ensure that all qualifications are met. Letters of reference will be screened and verified (if necessary). **In most cases, you will be notified of final selection within seven (7) working days after receipt of application.** If letters of reference were not submitted with the application, you will be notified as to your preliminary status.

Final selection will be based upon the following criteria:

* Meets minimum qualifications
* Letters of reference
* Application responses
* A telephone interview <u>may</u> be required for final selection.

> Third

Upon acceptance, the balance of the tuition and the accommodation package are due; full payment must be received no later than 21 days prior to the scheduled training date, unless other arrangements are made. The $100 Application Fee will be applied toward the tuition. If application is denied, all but $10 of the fee will be refunded.

SCHEDULE: The Train-the-Trainer Course is presented over 6 days and is 48- to 50-hours in length. It is usually structured to combine the weekend with weekdays and includes 4 full-day and evening sessions and 2 half-days [See Sample Schedule on Page 10]. Participants will **need to arrive the afternoon before the scheduled start date in order to attend an evening orientation.** Courses may be structured differently in locations other than Colorado Springs. There is little free time during the week as the course meets on a very intensive schedule. However, on the third day of the course, participants are dismissed at 12:30 p.m. and are free until the following morning.

CONTENT/MATERIALS: The Train-the-Trainer Course includes 32 hours of curriculum instruction plus 16- to 18-hours of adult learning, presentation, group dynamics and mentoring skills, as well as instructor discussion about program set-up. The course will conclude with graduation and certification of instructors.

Each instructor candidate will receive an Instructor Manual which includes instructor tips, directions, lecture notes and the content of all four trainee manuals. In addition, instructors will receive a Technical Assistance Package that contains ideas and options for program set-up, registering trainees, marketing approach and more [See Technical Assistance Package on Pages 8-9, for general index].

LOCATION: The Train-the-Trainer Course will be held most often in Colorado Springs, Colorado (where Windflower Enterprises is based). The course will occasionally be hosted by provider associations, support agencies, and/or academic institutions at various regional locations throughout the country.

TUITION: **The tuition for attendance in Colorado Springs is $300 per applicant. The tuition per applicant for a community or regional Train-the-Trainer Course is $325 per applicant, plus Windflower travel expenses.** This extra expense is offset for sponsors of a community or regional training by eliminating or reducing travel expenses for instructor-applicants [See Hosting A Train-the-Trainer Course, Appendix A, Pages 13-14].

AIR FARE: If you plan to arrive via air, you must book your flights with our official travel agent (a former family child care provider!). She can offer discounted, coordinated air and ground travel plans. **High Plains Travel, Donna Evanoika, 800-748-3939. Remember, early reservations and ticket purchase 21 days before your flight will offer the best rate.** In addition, instructor courses are usually scheduled so that you will arrive and depart on the lowest fare days.

ATTENDANCE: Full attendance by all instructor candidates is a requirement of certification/graduation.

REFUNDS: Except for a $10 processing fee, tuition is refundable only if cancellation is received 30 days prior to the scheduled start date, but accommodation refunds will not be available. In the case of emergencies that fall after the 30-day deadline, tuition refunds will not be available, but applicants may either choose to be reassigned for another course and repay the accommodations fee, or assign their tuition and/or accommodations to another qualified instructor candidate. (Note: In the case of medical emergencies, many airlines will allow a refund with a doctor's letter).

ACCOMMODATIONS: When the Train-the-Trainer Course is held in Colorado Springs, instructor candidates will have accommodations at the Embassy Suites, unless otherwise notified. Room assignments will be arranged through Windflower and our travel agent, however those attending together from one community are usually roomed together. All applicants will be required to use the accommodations provided as we have negotiated package rates and training space based on occupancy.

Embassy Suites Accommodations Package Includes:
* 6 nights accommodations in a suite
* Microwave, refrigerator and coffee maker in all rooms
* Cooked to order breakfast each morning
* Afternoon break refreshments
* Buffet lunch 4 days
* Hotel taxes included in the rate

Embassy Suites rates for six nights, based on occupancy, are as follows:
Single - $550.00 or $91.66 per day/per person
Double - $298.00 or $49.66 per day/per person
Triple - $256.00 or $42.66 per day/per person (available depending upon requests)

[**NOTE:** RATES DO NOT INCLUDE ANY INCIDENTALS CHARGED TO YOUR ROOM, SUCH AS ROOM SERVICE, MEALS AND TELEPHONE CHARGES. RATES SUBJECT TO CHANGE.]

As room rates indicate, doubling with other participants (or tripling, if available) provides the best value. However, single rooms are certainly an option. Participants may also arrange for longer stays (either before or after the course) through our travel agent. Tour and sightseeing information will be provided upon arrival but you may request advance information.

LENGTH OF COURSE: We recognize that the Train-the-Trainer Course is intensive and does require a large time commitment. We also acknowledge that it can be a challenge to work it into a family child care business, even though family child care providers generally recognize the value of such a career path opportunity.

The solution(s) to making it work for you will vary depending on your level of sponsorship from a partner-agency (will they cover travel expenses and subcare?), and the other resources available to you. And don't forget to throw in a dose of creative thinking (we know family child care providers are extremely creative beings)! On the following page, we've listed a few options:

> You may hire a substitute to provide care in your home while attending the instructor course (in those states where no regulations exist to prevent this option).
> You may decide to close your home during this period, asking your clients to support you by obtaining alternate care -- and assisting them in that search.
> You may decide to ask your parents to support your efforts by taking turns to provide the subcare you need, making sure you've properly trained and prepared them (parents have been known to take vacation days to provide subcare in support of provider continuing education).
> You may seek to barter with a sponsoring agency to cover your subcare or lost income [See Partnerships, Appendix B, Pages 15-20].

The bottom line is that instructor applicants need to feel good about the commitment of time, money and energy.

TECHNICAL ASSISTANCE PACKAGE: As mentioned earlier, each instructor receives a *Second Helping* Technical Assistance Package. It focuses attention on many of the areas or decisions that will need to be made in order to establish, manage and administer *Second Helping* -- or any successful training project. The booklet contains many ideas and options for administering the training -- either as a small, informal project or a large, highly structured project.

It is meant to be a tool for instructors and their partner-agencies; it should not be construed as a "model" that must be followed. If there are components that you'd like to adopt because they fit your needs or goals, then feel free to do so. However, instructors and their partner-agencies should certainly customize and decide how best to administer the training in their community.

Beginning below is a general index of areas discussed in the *Second Helping* Technical Assistance Package:

Partnerships
Partnership Considerations
Employee vs. Contract Labor
Provider Association Involvement

Facilitating the Training
Location Notes
College and Regulatory Credit and/or Certification
Class Size
Pricing
Rotation Planning
Tracking
Manual Ordering & Planning
Scheduling Training Classes
Checklist for Projected Trainings

Registering Trainees
Handling Initial Telephone Inquiries
Suggested Forms
Handling Follow-Up Inquiries
Enrollment, Payment & Confirmation
Cancellation/Refund Policy
Tracking Trainee Progress

General Marketing Approach
Overview
Standard Marketing Techniques
Special Marketing Opportunities
Gift/Incentive Donations
Resources
Blurbs
Tracking Your Marketing Efforts
Sample Marketing Pieces

Instructor Evaluation and Re-Certification
Instructor Evaluation
Quarterly Instructor Report
Instructor Notebook

Miscellaneous
Suggested Data Collection
Scholarship Funds
In-Kind Services

Sample Schedule

Orientation Day

TRAVEL/CHECK-IN AFTER 3 p.m.
7 p.m. to 9 p.m.
Group Orientation

Day 1 8:00 a.m. to 5:00 p.m. (1 hour lunch break)
Module I
7:00 p.m. to 9:30 p.m.
Trainer Skills
Technical Assistance Package

Day 2 8:00 a.m. to 5:00 p.m. (1 hour lunch break)
Module II
7:00 p.m. to 5:00 p.m.
Adult Learning
Trainer Skills

Day 3 8:00 a.m. to 12:30 p.m.
Presentation Skills
Exercises
AFTERNOON AND EVENING FREE

Day 4 8:00 a.m. to 5:00 p.m. (1 hour lunch break)
Module III
7:00 p.m. to 9:30 p.m.
Group Dynamics
Trainer Skills

Day 5 8:00 a.m. to 5:00 p.m. (1 hour lunch break)
Module IV
EVENING FREE

Day 6 8:30 a.m. to 12:30 p.m.
Wrap-Up
Graduation/Certification
CHECK-OUT/TRAVEL AFTER 12:30 p.m.

What Does it Mean to be a Certified *Second Helping* Instructor?

Candidates become certified *Second Helping* Instructors if they:

1. **Complete the Train-the-Trainer Course with a successful evaluation.**

   [Note: In the unlikely event that an instructor candidate is unsuccessful, they may be given the opportunity to attend another Train-the-Trainer Course tuition-free, covering additional expenses on their own. However, the application/screening process should preclude this possibility.]

2. **Are willing to sign the *Second Helping* Instructor Agreement. Below is a list of points included in the Agreement:**

   Instructors agree to:

   * Represent Family Child Care as a profession in a positive and professional manner and to be aware of their visibility as a *Second Helping* Instructor.

   * Be knowledgeable in representing *Second Helping* to Family Child Care Providers and other organizations to the best of their ability.

   * Be aware of their responsibility as a *Second Helping* Instructor to contribute to the success of the training, investing in positive teamwork and networking with partner-agencies and other instructors.

   * Be prepared to market the training by sharing information as opportunities arise and at scheduled events (conferences, meetings, special events, etc.).

   * Commit to the integrity of *Second Helping* by teaching from the curriculum with the accompanying manual(s) at all times. Material shall not be added to or subtracted from the curriculum except by Windflower Enterprises (this does not preclude resource sharing, adult learning adjustments, offering personal experiences, or customizing the material to better meet the needs of students).

   * Protect and honor the Windflower Enterprises copyright at all times (no unauthorized photocopying or duplication of materials, or offering other trainings using the *Second Helping* materials, except for purposes of marketing the course in your area).

   * Complete and submit Trainee Evaluations, Instructor Feedback and Quarterly Reports, and other training data requests, in a timely manner.

   * Terminate this Agreement with 30-day advance written notice only.

   Windflower Enterprises agrees to:

   * Certify instructors and grant permission to administer the *Second Helping* course for a period of two years.

* Provide an Instructor Technical Assistance Package [See Pages 8-9 for detailed description].

* Prepare and submit Instructor/Class Evaluation Summaries, based on trainee evaluations received, 30-45 days following each training date, as well as response to Instructor Feedback Reports, as necessary.

* Provide ongoing technical assistance to *Second Helping* Instructors and/or their partner-agencies, via telephone or mail. An Instructor newsletter is available by subscription. [Future plans include an 800 warm line].

* Deliver *Second Helping* manuals at the price of $6 per manual (this price includes shipping) to instructors or partner-agencies and organizations. Volume discounts will also be available.

* Make updates/revisions to the Instructor Manual available at cost.

* To re-certify instructors every two years based on Instructor Reports, activity, feedback from sponsoring organizations and trainee evaluations (included in the manuals and mailed directly to Windflower Enterprises). The fee for recertification is $30.

* Terminate this Agreement with 30-day advance written notice if the full faith and intent of any points are broken.

Hosting a Train-the-Trainer Course

Child care support agencies or organizations may choose to host a **community Train-the-Trainer Course** rather than send instructor-applicants to Colorado Springs. This is especially attractive if you wish to prepare a group of 15 or more *Second Helping* Instructors to offer the training in your area.

This option may also benefit your community in the following ways:

> Offers an opportunity to create excitement and community involvement in hosting a Train-the-Trainer Course.

> Corporate or foundation sponsors may be more willing to underwrite a local Train-the-Trainer Course versus funding applicants to attend the course at another location.

> The prestige and publicity generated by hosting the course could impact your community in positive ways and could enhance the image of your agency or organization as innovative and responsive to the needs of quality child care and provider longevity.

> Initial per person investment will be lowered if sponsoring multiple instructor-applicants, by eliminating associated travel expenses.

> If the training will be administered as part of a larger project, with a Training Coordinator or other staff person, this person would be able to audit any or all of the course to become more familiar with the contents of *Second Helping*.

As mentioned above, the per instructor cost is lowered when hosting a community Train-the-Trainer Course, by avoiding the cost of out-of-state travel expenses (airfare, lodging, and meals) for 15 or more instructors. This is true even though hosts would be responsible for Windflower's travel expenses over and above instructor tuition.

Hosting a **regional Train-the-Trainer Course** is also an option. A regional training means that the course would be held in your community but minimum enrollment would not have to be met by providers from your immediate geographic area only. Instructors could be recruited from surrounding cities and states. In addition to all the benefits of a community training, listed above, regional trainings:

* Allow you to bring the course to your community, yet draw on surrounding cities and states to fill the course, meeting minimum enrollment requirements.

* Save money for surrounding areas by reducing travel expenses (e.g., compared to expenses to travel to Colorado Springs).

* Facilitate creative solutions to lodging expenses (e.g., local providers hosting out-of-town providers, or negotiating a block of rooms at a reduced rate from a local hotel, etc.).

Hosting Considerations (Community or Regional):

> Minimum enrollment for a Train-the-Trainer Course is 15 (maximum is 25-30).

> Per applicant tuition of $325.

> Windflower travel expenses (air fare, lodging, meals and rental car, if necessary).

> Cost-free or donated training site needs to be identified.

> In addition to providing a training site, hosting organizations for a **regional course** will be asked to take the lead on recruiting instructor-applicants from surrounding areas or states to ensure that the required number of participants is reached. However, Windflower will assist in the recruitment efforts. You may be asked to provide information regarding area resources and organizations/agencies (for recruitment purposes). Windflower is also willing to take responsibility for or assist in making lodging arrangements for out-of-town participants.

> There are no other financial expectations associated with hosting a Train-the-Trainer Course. Area provider associations or other organizations may, however, be interested in sponsoring lunch breaks in order to lower participant meal expenses, or to participate in the graduation celebration (potluck, presentation, etc.).

Additional Option

The cost for sponsoring organizations may be lowered by forming a partnership with one or more organizations in neighboring communities or states. This coalition could join together to request funding to underwrite the per-instructor tuition or the cover Windflower's travel expenses.

Windflower believes in the value of partnerships and collaboration among providers, associations and support agencies. Through partnerships, communities can be profoundly impacted. *Second Helping* can help to facilitate these partnerships.

Although instructors will be certified by Windflower Enterprises to administer *Second Helping* independent of an agency or organization, as we mentioned earlier in this package, the program is structured to foster partnerships. We will strongly recommend that each instructor form a working relationship with one or more child care support agencies and/or organizations.

Tuition Sponsorship:

Partnerships begin when instructor-applicants seek to obtain tuition and/or expense sponsorship for attending the Train-the-Trainer Course. Resource and referrals, provider associations and/or other groups may be willing to assist applicants in obtaining partial or full funding of tuition and expenses. In exchange, instructors may form a partnership with their sponsors to present the course through their agency or organization.

Providers may want to approach one or more of the following groups to form partnerships and submit requests for tuition and travel expense sponsorship:

> Provider association
> Resource and referral agencies
> Local business and industry
> State regulatory agencies
> Federal block grant administrators
> State or local child care councils
> Local parenting group(s)
> Local service clubs (Kiwanis, Lions, etc.)
> Child care food program sponsors
> Community colleges

Some of these potential sponsors may be interested in forming a partnership to administer the course; others may not be interested in administering the course and will only wish to facilitate bringing it to your community. In this case, instructors are encouraged to seek other partnerships to administer the course.

Agencies or organizations interested in partnering with an instructor may also want to submit a grant proposal to several of the above groups to cover the costs of sponsoring instructor tuition and any associated start-up costs for a training project [See Start-Up Considerations in Appendix C, Page 21].

Partnership Advantages for Instructors:

In addition to obtaining tuition and travel expense sponsorship, and the positive impact on the child care community in general, there are practical advantages for instructors to form partnerships with agencies or organizations:

> The course could be organized, promoted and administered through a partner-agency and/or organization. Agencies frequently have experience in presenting trainings and the resources available to ensure success.

> Cost-free training space could more easily be obtained by a non-profit agency or organization, versus an individual instructor.

> Manuals for scheduled trainings could be purchased by the agency or organization, versus the individual instructor (however, any entity ordering manuals must have the authorization of a certified instructor).

> Non-profit agencies/organizations may have access to or the ability to apply for scholarship funds.

Negotiating Partnerships:

In forming partnerships between instructors and organizations, it will be important to work out the basic details of an agreement prior to the Train-the-Trainer Course, although final negotiations could certainly be accomplished following certification.

Any agreements that are created should be well thought out and balanced -- all parties should feel good about the arrangement. Instructors should never enter an agreement that they feel is not in their best interest merely to gain sponsorship. Conversely, agencies and organizations should be straightforward about their requirements to make the partnership work. Agreements should be equitable, mutually beneficial and contribute to the good of the child care community. It might be advisable to give any agreement a bilateral termination clause (i.e., with 60-day written notice) and/or a periodic expiration to allow for renegotiation (e.g., every six months).

Second Helping is not meant to "belong" to either instructors or their partner-agencies but rather to be shared with the community. However, together you can decide who will fill certain roles or manage various pieces. Design it to meet mutual goals and the needs of the provider community. Build it carefully. Some of the areas that may need to be discussed in advance, and possible options, might include the following:

> **Equitable exchange in return for tuition/expense sponsorship.**

For instance: Instructors could agree to provide the course for sponsoring organization(s) for a specified period of time or a specified amount of modules, without compensation, in order to "repay" the sponsorship. However, we are not suggesting that instructors teach indefinitely without payment for their services. A measure for "repayment" would need to be agreed upon. Other measures for "repayment" that could be used alone or in combination might include income generated by the training or numbers trained. Once this measure has been met, over a specified period of time, a new agreement could be negotiated to continue the partnership.

> **Exclusivity and geographic area defined.**

For instance: Instructors could negotiate an agreement similar to the one listed above, agreeing to provide the course exclusively for the sponsoring agency within a defined geographic area until a repayment measure is met. However, an instructor might be free to present *Second Helping* in other communities, regions or states. Or, in lieu of a "repayment" measure, instructors could merely agree to present the training through the sponsoring agency exclusively.

> **Fee for instructor services.**

For instance: Instructors and partner agencies should agree upon a beginning instructor's fee with which both would feel comfortable. Instructor fees should be negotiated based on local economy, project model chosen [See Start-Up Considerations, Appendix C, Pages 22 & 25], teaching qualifications and experience. Some instructors will have more previous experience than others, and should receive fees in proportion to their ability and reputation. Instructors with less experience should not expect compensation at the same rate as those with more experience. And all instructors will need to continue to develop their skills after attending the Train-the-Trainer Course.

Keep in mind that instructors spend time in preparation prior to actually teaching, and in some cases may be actively marketing and registering trainees. We suggest beginning instructor fees be set somewhere between $10 to $25 per hour, or a set amount per training date. We also suggest leaving room for growth based on merit. Instructors who actively market the course, consistently enroll high numbers in their classes, present high quality trainings as reflected in their evaluations, or work to improve and grow as instructors, should negotiate raises after some period of time; or in the case of the income-generating model, a percentage of over-cost income. As shown in the income and expense examples in Appendix C, Pages 26-28, larger class sizes result in higher over-cost income. It may be feasible to negotiate an instructor bonus of 15%-20% of the over-cost income for large classes, over and above an hourly fee.

> **Pricing the course.**

For instance: Instructors and/or their partners should decide what the cost to trainees will be, depending on what model is chosen -- self-supporting, income-generating or totally scholarship-based [See Start-Up Considerations in Appendix C, Pages 22-23 for a discussion of these models]. Whatever model is chosen, keep in mind that any good training project should invest in scholarship options [See below].

> **Instructor roles.**

For instance: Over and above teaching duties, instructors could have direct involvement in setting up the training project, marketing the course to providers and associations, and direct input to rotation and scheduling. Instructors and partner-agencies may want to negotiate compensation for additional duties and/or consultation services on the part of the Instructor.

> **Scholarships.**

For instance: As mentioned, training projects should always plan for a scholarship component for those requiring financial assistance. Instructors and their partner-agencies should discuss creative scholarship ideas and options, continually developing funding sources to meet scholarship needs. If instructors have agreed to teach a certain number of modules without compensation (as part of their "repayment" for sponsorship), or because start-up funds are scarce, it's a good opportunity to offer introductory scholarships as an effective marketing method to help generate program excitement.

> **Fee for administrative services.**

For instance: Some instructors, particularly those who received no sponsorship, may choose to work with multiple partners in their own or surrounding communities. In these cases, instructors may want to develop a "sponsor package" to offer agencies or organizations. Without available grant funds, partner-agencies and organizations cannot be expected to absorb the costs of administering the course. Depending on the role and services a partner-agency provides, the course income should cover their related costs. One way to ensure that costs are covered is to agree on a dollar figure per trainee enrolled. This amount would represent the administrative and marketing expenses that would be due partner-agencies for each training date. Let's look at one example (administrative and overhead expenses will vary from location to location):

Cost per trainee enrolled:

$ 6.00	(manual)
$ 1.00	(postage for 2 mailings and/or paperwork costs)
$ 6.00	(fixed overhead, staff time, marketing costs)
$13.00	PER TRAINEE ENROLLED ($7 per trainee for administrative costs)

This amount could represent the fees due partner-agencies for a minimum enrollment of 10 trainees. These fees could be 2- or 3-tiered based on the number of trainees enrolled. For instance, the fee could be incrementally raised for 11 to 15 trainees enrolled, and again for 16 to 20 trainees enrolled (the suggested maximum) [See Start-Up Considerations in Appendix C, Page 25].

> **Distribution of over-cost training income.**

For instance: If an income-generating model is used [See Start-Up Considerations in Appendix C, Page 23], thought needs to be given to how the over-cost income should be used, such as: a certain percentage for instructors to cover marketing activities (like personal appearances), re-investment in the project (i.e., sponsoring new instructors, scholarship funds, telephone line dedicated to the training), instructor fee raises, grants to provider associations, etc.

Again, if instructors are working with several partners in their own community or other communities, who are only interested in sponsoring the 4 modules once or twice, offering "sponsor packages" may be the best alternative. In this case, over-cost income (after the agreed upon administrative costs were paid) would be additional income for the instructor to reinvest in marketing the course.

> **Incentives.**

For instance: Contributing to the family child care profession may not be enough incentive to move agencies or organizations to become involved in a training project. Think about ways you can help potential partners meet their goals. Over and above the agreed upon fees for administrative costs, what would be most useful to them? For instance, do they simply want to be known as the official sponsor for the course in your community and therefore be listed on all marketing materials? Do they want the project to somehow increase participation or membership in their program or service? If so, consider a 2-tiered tuition fee. For instance, in the case of a provider association, offer to set the tuition $5 to $10 higher for non-members. Over the long haul, this will have a positive impact on their association. Be open to considering all proposals.

OPTIONS:

We have learned from the instructors that are already presenting *Second Helping* that it is administered in very different ways in each and every community. These are just a few of the configurations:

* Instructors working exclusively through their community or vocational college system.

* Instructors working in close partnership with resource and referral agencies who provide all administrative and marketing support.

* Instructors working with agencies that cannot use the self-supporting or income-generating models because of their philosophy or funding restrictions. They offer the course on a total scholarship basis but pay instructors for their teaching services through grant funds made available for this purpose.

* Instructors who are working with different partner-agencies within the same community and yet work together to coordinate dates, sites, cost, etc., avoiding overlap or competition.

* Instructors working with their provider associations to present the course, obtaining corporate sponsors for scholarships.

* Instructors working in a three-way partnership with an R&R and provider association.

* Instructors in small communities working independently to present the training.

* Instructors working with more than one agency or partner, or offering the course outside of their immediate area, developing a standard "sponsor package" and contract. [NOTE: Some teams of instructors in this category have chosen to establish a non-profit training business.]

* Instructors working with a partner agency using the self-supporting model in which the course simply pays for itself.

* Instructors working with a partner agency using the income-generating model in which over-cost monies are being used in a variety of ways, from funding scholarships to accumulating funds to sponsor additional instructors.

There are many, many possibilities! We would simply advise that you look at your community realistically -- available resources, provider population, association activity level, etc.

If you really want one of the particular models listed, but your community or your situation is not a good fit for that model, you're swimming upstream! Therefore, it's as important to consider what's going to work best in your particular, unique community as it is to consider the model that you would prefer. In some instances it may be a matter of accepting your second or third choice because of its feasibility in your community. This certainly doesn't mean that you can't make something happen that didn't exist before, but find a balance between wishes and real possibilities.

Start-Up Considerations

As with any business venture, planning and initial funding are important keys to success. *Second Helping* requires an initial investment for the Train-the-Trainer Course tuition (consideration might also be given to travel and subcare sponsorship as part of initial costs).

Beyond the initial costs, there are other costs that may be associated with launching a training program and ensuring its success. These costs will be influenced by the scale and scope of the project. There are questions to be asked and answered, many of which will be discussed in the Technical Assistance Package, for example:

What's the provider population in your community?
How many *Second Helping* Instructors are in your area?
Will you need additional instructors? How soon?
How frequently or how many trainings do you plan to schedule?
Is the provider community generally responsive to training?
What kind of marketing will be most effective in your community?

Assuming the overall goal is to make the course available in your community as widely and inexpensively as possible, it will be important to determine what funds and community resources are readily available, and any additional resources that could be developed. What grant or corporate funding might be available to underwrite start-up expenses?

Start-Up Costs to Consider:

> Printing/reproduction costs for initial marketing or administrative materials.
> Initial order of *Second Helping* manuals.
> Staff planning and development time.
> Office supplies.
> Postage associated with marketing and trainee registration.

Scholarship Funds:

Building a scholarship plan, and developing funding sources to implement the plan, is not only recommended in order to make the course available to providers who could not otherwise attend, but it's also an excellent marketing tool.

In the initial stages of the project it may well be worth filling classes with full or partial scholarship attendees to facilitate word-of-mouth advertising. This is especially valuable since experience has shown that most training projects take an average of 6 months to get off the ground and create demand through word-of-mouth [This is discussed further in the Technical Assistance Package].

Scholarship funds could be solicited from local business, service clubs or foundations, and could be used to lower or eliminate trainee tuition or to make manuals available at no cost.

Obtaining College Credit:

With the move toward the articulation of alternative education and training, we encourage instructors and their partner-agencies to pursue college credit options for *Second Helping*, and to encourage trainees to exercise this option. Working with local colleges has worked well in many locations.

Training that can offer college credit may also have a positive impact on potential funders. Windflower is happy to offer assistance and support in the curriculum review process.

Obtaining Regulatory Approval:

Again, with the move toward mandatory continuing education, we encourage instructors and their partner-agencies to submit *Second Helping* for approval in states that have continuing education or re-licensing/re-certification education requirements. *Second Helping* has already been approved in several states and Windflower is happy to offer assistance and support in the approval process.

Choosing a Project Model:

The course may be administered as a **self-supporting program** by adjusting trainee tuition to equal expenses. Windflower believes strongly in the concept of a self-supporting model. Too often projects and programs are supported solely by grant funds for a specified period of time. Without renewed funding, or a self-supporting feature, even the most successful projects are held hostage to the availability of funding sources. And providers are less trusting of programs that come and go.

In the current economic environment, funding sources are difficult to identify and the competition that exists for the funds that are available is increasing. We believe that it makes sense for non-profit organizations to expand their definition and identity to include the self-sufficiency of some programs and projects. The *Second Helping* package can put organizations in the more tenable position of requesting start-up funds versus ongoing, full-funding.

Windflower also believes that in addition to the psychology of placing higher value on something that requires a personal investment, and therefore ensuring genuine participation, providers can feel good about supporting their own professional development. If we wish to professionalize the field -- raising quality, provider compensation and status, and decreasing dependence on cost-free support services -- we can begin the shift by encouraging providers to invest in their own professional development in some small way, just as most professions must do.

The course may also be administered to be **income-generating** by raising tuition to a more realistic market value. The income generated from this option could be applied to expansion of the project -- sponsoring additional instructors, telephone line dedicated to the project, offering the course outside of your area -- or to benefit the local provider association through grants or additional services.

Totally **scholarship-based** is another viable option, providing adequate funding is available. Alternately, some locations have chosen a scholarship-based "kickoff" of the course, adopting a self-supporting or income-generating model after the first few series of the 4 modules. In this case, instructors may need to "invest" in the future of the project by agreeing to teach the first few series for a reduced fee, or even for no compensation. Any business venture requires an investment by all involved.

It will be helpful to examine the variables listed on the next few pages; these variable will affect income and expense projections for each model.

Variables -- Income and Expense Planning

As mentioned, instructors and/or partner-agencies will need to choose a project model. The financial projections we have provided on the following pages are based on two project models: self-supporting and income-generating. We have assigned dollar amounts for these models for the purpose of providing projection examples. Instructors and their partner-agencies will need to set their own dollar amounts for tuition pricing, administrative costs, instructor fees, etc. If a totally scholarship-based model is the preferred choice, expense projections can be extrapolated from the examples given. Regardless of the project model chosen, or the dollar amounts assigned, the following variables will need to be considered in developing financial projections:

Tuition Pricing

SELF-SUPPORTING:
$ 28.00 - 1 Module of the Course
$ 6.00 - 1 Trainee Manual (at cost)
$ 34.00 - Per Module X 4 Modules = $136 Provider Cost to Complete

INCOME-GENERATING:
$ 34.50 - 1 Module of the Course
$ 7.50 - 1 Trainee Manual ($1.50 over cost)
$ 42.00 - Per Module X 4 Module = $168 Provider Cost to Complete

Administrative Costs

Administrative costs are those expenses directly related to organizing and marketing the course.

Administrative costs will vary depending on the project structure, frequency of trainings, and organizational efficiency. Consider what duties are necessary to ensure the success of the project (telephone inquiries, mail registration, tracking of trainees, marketing), as well as the division of responsibility within the partnerships.

For our purposes, we have costed projected administrative expenses (labor, marketing and fixed overhead) at an average of $7 per trainee enrolled, for a minimum class size of 10 trainees, and at $9 per trainee enrolled for a class size of 20 trainees. These costs will need to be adjusted up or down to meet your true cost basis and/or the number of trainees enrolled [See Partnerships in Appendix B, Pages 18-19].

Manual Costs and Income

Each of the 4 modules has an accompanying trainee manual (averaging 55 pages). Manuals are purchased from Windflower Enterprises under the auspices of a certified *Second Helping* Instructor [volume discounts and shipping schedule are included in the Technical Assistance Package].

Manual Costs and Income - (Continued)

Expense projections include the cost of purchasing manuals at the price of $6.00 per manual (which includes shipping). Income projections are based on pricing manuals at either $6.00 per manual, per module or $7.50 per manual, per module.

Instructor Fees

Expense projections are based on instructor fees of either $15 or $20 per hour, for 8 hours of teaching.

Team Teaching: If instructors are team teaching with another certified instructor, they may need to consider taking a lower hourly amount for the entire day or a higher hourly rate for 4 hours, in order to maintain the cost effectiveness of the training project. In the case of a higher hourly rate, two instructors would be present for the entire day, dividing the teaching responsibilities in half, each receiving payment for 4 hours. Keep in mind that cost effectiveness and decisions about instructor fees for team teaching will be directly effected by the class size. As demonstrated on the following pages, the larger the enrollment, the higher the over-cost income.

There are definite benefits to team teaching, which will be discussed in greater detail during the Train-the-Trainer Course, not the least of which is mutual support, shared responsibility and camaraderie. Team teaching also offers trainees a variety of teaching styles and personalities, and tends to hold trainee interest longer, which is good for the reputation of the course in the long run....it translates to more training dates. Team teaching can also be valuable in the development of instructor skills and comfort -- less experienced instructors can be paired with those of more experience.

It may be advisable to make final decisions about team teaching following the Train-the-Trainer Course. Many providers who thought they wanted to work alone feel differently after attending the instructor course.

Site Costs

Expense projections are based on the assumption and recommendation of cost-free sites.

Class Size

Recommended minimum for any model is 10 trainees and not just to maintain cost effectiveness. The course relies on maximum interaction between providers to enhance the curriculum. Interaction may be adversely affected with less than 10 participants. Recommended maximum is 20 trainees; however, we believe the class maximum could be increased to 25 trainees without a negative impact.

SELF-SUPPORTING MODEL^
POSSIBLE INCOME AND EXPENSES

MINIMUM CLASS - 1 Module / 10 Trainees:

INCOME

$34.00 (tuition plus manual) x 10 Trainees =
$340.00 = INCOME

EXPENSES

Minimum Costs

$120.00 - Instructor Fee*
$ 70.00 - Administrative Costs+
$ 60.00 - Manual Costs
$250.00 = EXPENSES = $ 90.00 OVER-COST INCOME

Maximum Costs

$160.00 - Instructor Fee*
$ 70.00 - Administrative Costs+
$ 60.00 - Manual Costs
$290.00 = EXPENSES = $ 50.00 OVER-COST INCOME

MAXIMUM CLASS - 1 Module / 20 Trainees:

INCOME

$34.00 (tuition plus manual) x 20 Trainees =
$680.00 = INCOME

EXPENSES

Minimum Costs

$120.00 - Instructor Fee*
$180.00 - Administrative Costs+
$120.00 - Manual Costs
$420.00 = EXPENSES = $260.00 OVER-COST INCOME

Maximum Costs

$160.00 - Instructor Fee*
$180.00 - Administrative Costs+
$120.00 - Manual Costs
$460.00 = EXPENSES = $220.00 OVER-COST INCOME

^ = Based on $28 for 1 module of the course & $6 for accompanying manual.
* = Minimum instructor costs are based on a $15/hour instructor fee for 8 hours. Maximum instructor costs are based on a $20/hour instructor fee for 8 hours.
+ = Based on $7 per trainee enrolled for minimum class size, and $9 per trainee enrolled for maximum class size [See Page 24].

Self-Supporting Model - Continued

10 TRAINEES COMPLETING ALL 4 MODULES:

INCOME

$34.00 (tuition plus manual) x 10 Trainees x 4 Modules =
$1360.00 = INCOME

EXPENSES

Minimum Costs

$ 480.00 - Instructor Fee*
$ 280.00 - Administrative Costs+
$ 240.00 - Manual Costs
$1000.00 = EXPENSES = $360.00 OVER-COST INCOME

Maximum Costs

$ 640.00 - Instructor Fee*
$ 280.00 - Administrative Costs+
$ 240.00 - Manual Costs
$1160.00 = EXPENSES = $ 200.00 OVER-COST INCOME

20 TRAINEES COMPLETING ALL 4 MODULES:

INCOME

$34.00 (tuition plus manual) x 20 Trainees x 4 Modules =
$2720.00 = INCOME

EXPENSES

Minimum Costs

$ 480.00 - Instructor Fee*
$ 720.00 - Administrative Costs+
$ 480.00 - Manual Costs
$1680.00 = EXPENSES = $1040.00 OVER-COST INCOME

Maximum Costs

$ 640.00 - Instructor Fee*
$ 720.00 - Administrative Costs+
$ 480.00 - Manual Costs
$1840.00 = EXPENSES = $880.00 OVER-COST INCOME

*/+ = See footnotes from previous page.

NOTE: AS DEMONSTRATED, THE HIGHER THE ENROLLMENT, THE HIGHER THE OVER-COST INCOME. THIS IS TRUE FOR EITHER THE SELF-SUPPORTING OR THE INCOME-GENERATING MODEL. USE THIS FORMAT TO COMPUTE THE OVER-COST INCOME FOR 10 OR 20 TRAINEES COMPLETING ALL 4 MODULES UNDER THE INCOME-GENERATING MODEL ON THE FOLLOWING PAGE.

INCOME-GENERATING MODEL^
POSSIBLE INCOME AND EXPENSES

MINIMUM CLASS - 1 Module / 10 Trainees:

INCOME
$42.00 (tuition plus manual) x 10 Trainees =
$420.00 = INCOME

EXPENSES
Minimum Costs

$120.00 - Instructor Fee*
$ 70.00 - Administrative Costs+
$ 60.00 - Manual Costs
$250.00 = EXPENSES = $170.00 OVER-COST INCOME

Maximum Costs

$160.00 - Instructor Fee*
$ 70.00 - Administrative Costs+
$ 60.00 - Manual Costs
$290.00 = EXPENSES = $130.00 OVER-COST INCOME

MAXIMUM CLASS - 1 Module / 20 Trainees:

INCOME
$42.00 (tuition plus manual) x 20 Trainees =
$840.00 = INCOME

EXPENSES
Minimum Costs

$120.00 - Instructor Fee*
$180.00 - Administrative Costs+
$120.00 - Manual Costs
$420.00 = EXPENSES = $420.00 OVER-COST INCOME

Maximum Costs
$160.00 - Instructor Fee*
$180.00 - Administrative Costs+
$120.00 - Manual Costs
$460.00 = EXPENSES = $380.00 OVER-COST INCOME

^ = Based on $34.50 for 1 module of the course & $7.50 for accompanying manual.
* = Minimum instructor costs are based on a $15/hour instructor fee for 8 hours. Maximum instructor costs are based on a $20/hour instructor fee for 8 hours.
+ = Based on $7 per trainee enrolled for minimum class size, and $9 per trainee enrolled for maximum class size.

WHAT TRAINEES HAVE SAID:*

"The most inspirational and valuable training."

"Of all the classes I've taken in the last 3 years, this has been the most helpful."

"It has helped me to be more assertive with my clients. I feel I have grown."

"Thank goodness for this training! It will help me with longevity."

"It was wonderful that the whole class shared so many ideas that were helpful."

"It helped me to renew my self-worth and redefine areas I need to resolve."

"Wonderful! The whole thing was great!"

"It helped to know that it was normal and okay to have certain feelings."

"I have gained respect for myself and others in my chosen profession."

"I learned many useful things that I will apply to my family child care home."

"The material was well written and very well presented. I enjoyed it all."

"This training should be offered to all providers."

"I'm impacting society and I'm proud of it! It recharged my self-worth."

"This course made me look a little deeper inside myself."

"The *Second Helping* enrichment course was undoubtedly the most rewarding experience that I've ever had with any group of providers during my 24 years as a provider. I thought previous conferences and workshops with their sharing, love and support couldn't be beaten, but Second Helping has its own identity."

-- Kansas Family Child Care Provider

FROM A SECOND HELPING INSTRUCTOR:

"It is exciting to train the materials developed by Windflower Enterprises. These women are proof of the exciting options providers have available to them. Their experiences in family child care are richly reflected in the scope of their curriculum. They have incorporated material to polish your professional image as well as helping you provide an atmosphere sensitive to children's needs and your family's needs.

While I find this material challenging, it is the added group dynamics that make it exciting. Providers bring such varied experiences into the classroom. If you have years of experience in child care, you have developed certain areas of expertise. That sharing enriches all participants."

-- Debbie Wolfe, Colorado

* = Curriculum evaluations on file at Windflower Enterprises.

PHILOSOPHY/OBJECTIVE OF MODULE I - THE PROVIDER: Family child care providers have responsibilities to fulfill with their family, clients, children in care and their business. The output of energy is tremendous. Many providers approaching burnout describe the "empty cup" syndrome. This module becomes the foundation for the remaining modules by focusing on the provider. Since the provider -- as an individual -- is at the very core of quality child care, providers are required to complete this module first. The remaining modules may be completed in any order, although completing them in order is certainly recommended.

The goal of this module is to encourage providers to turn their nurturing qualities inward and begin to refill the empty cup. Emphasis is placed on the individual provider and the need for a strong personal foundation in order to remain happy and healthy. An investment in the provider's well being also ensures consistent, quality child care.

Module I offers exercises for self-assessment and skills in the areas of self-esteem, assertiveness, interpersonal communication, and conflict resolution. The concept of customization is also introduced; providers will learn techniques for customizing their business to meet preferences and lifestyle, promoting what they do best. Stress levels and burnout identifiers are used to teach accompanying stress reduction and burnout prevention techniques. Physical health and nurturing turned inward are also emphasized.

Module I concludes with a celebration of family child care, helping providers to gain a new perspective and pride in their profession.

PHILOSOPHY/OBJECTIVE OF MODULE II - THE BUSINESS: This module blends the nurturing and business sides of family child care. Sound knowledge of business management skills is important to the successful operation of a family child care home. Many providers with strong skills in other areas are unprepared to deal with the business practices that assist in the smooth operation of a small business.

Dealing assertively with clients may also be uncomfortable to providers who are attracted to family child care for its loving, nurturing aspects. The mind set that "loving for a living" and business are mutually exclusive prevent many from viewing themselves as viable small business operators, and successfully marketing themselves as such.

Longevity, and the quality of care offered, may also be greatly affected by how providers perceive their professionalism. If providers feel professional, they will naturally seek out opportunities for growth and development. In addition, society's frequently negative view of family child care may create frustration if providers feel powerless to affect change.

The goal of this module is to empower providers by teaching them to advocate for themselves, their business and their profession. Providers are given a solid footing in the global picture, including the importance of provider unity, a perspective on the history of child care in the United States, statistics affecting child care, and the current high visibility.

MODULE II (Continued): Module II makes a solid case for viewing family child care as a profession -- examining the criteria, issues and benefits of professionalism.

With this foundation, effective business practice and management skills specific to family child care are identified, including marketing techniques for the small business operator. The importance of compliance and creating a rapport with regulatory agencies (where they exist) is presented, in addition to local reporting procedures for child abuse/neglect. Module II offers a customized approach to familiarizing providers with local and state resources, as well as national support and information resources.

Module II concludes with an overview of the career path versus career ladder concept, provider association involvement, and credentialing opportunities available to providers.

PHILOSOPHY/OBJECTIVE OF MODULE III - THE FAMILY: One of the key elements in family child care is "family." The provider's family becomes the loving foundation upon which the security and mutual interests of other families are built.

There are several families to consider -- the provider's family, the client families, and the special family that is created by the provider and the children in care. Often the provider becomes the primary focus in all of these families.

Providers may feel overwhelmed at times, by the push and pull of trying to balance the needs and everyday crises of their own families with those of their diverse client families -- on top of the everyday stressors of family child care.

The goal of this module is to celebrate the diversity of family child care homes and families, while offering ideas, concepts and workable solutions for the successful blending of all the families involved. Providers are also encouraged to broaden their definition of "family," through an overview of the constellation of families in our society. A discussion of healthy family traits is included.

Providers will be offered the skills to more successfully integrate their own families into the child care business -- and still safeguard the family unit. Module III offers creative, yet practical coping skills. Time management skills that can be used to improve the flow of their home and increase time available with their own families are also presented.

Module III moves from the provider's family to the client families and teaches positive techniques for successfully integrating client families in to their child care. Providers learn a new understanding for working parents, along with communication approaches. Using previously presented conflict resolution skills, providers review common conflicts with clients and possible solutions.

MODULE III (Continued): Identifying families under stress and tools for offering support, or strategies for moving them on to community-based services are also taught.

Module III closes with a look at the concept of "customized integration" within the diversity of client families, with the goal of creating satisfying, win-win situations for all concerned.

PHILOSOPHY/OBJECTIVE OF MODULE IV - THE CHILDREN: Family child care is a unique environment for children -- home-like, yet educational; a relaxed, natural learning environment. In the course of a family child care day, there are many opportunities for a provider to expand upon concepts and enrich a child. A consistent caregiver can create very special relationships because of these unique qualities, inherent in the family child care atmosphere.

Module IV begins with an overview of the windows of development. The importance of a solid footing in child development and developmentally appropriate practice are reinforced. How play skills relate to the acquisition of life skills is highlighted, and the techniques for observation and recognition are presented.

The natural learning environment concept reveals the importance of the physical environment, demonstrates the hidden curriculum that exists in every family child care home, and teaches providers to recognize the teachable moment. Providers are offered the skills for managing developmentally appropriate activities in a mixed age group.

Self-esteem is shown as not only the foundation for the special relationships created with children, but as the outcome of all daily interactions. The way a provider relates to children, or the way their mistakes are handled can affect the seeds of self-image and self-esteem in profound ways. Through the eyes of compassion, providers feel more comfortable in being with children day in and day out.

The concept of therapeutic child care is introduced, including strategies for helping children under stress. Providers will learn the importance of behavior as a communication, the difference between punitive discipline and guidance, and the skills to guide children's behavior.

Module IV progresses with a discussion of quality and quality indicators within family child care, and concludes with a look at the personal growth that being with children brings, encouraging providers to discover the gifts children offer them in their daily interactions.

Marketing Support

Windflower strives to offer marketing support to its instructors and their partner-agencies, recognizing that marketing is a key component to success. Frequently, we review marketing materials that are developed by training sites, offering our input and suggestions.

We also continue to develop marketing aids and make them available to instructors and their partner-agencies, as well as to *Second Helping* graduates. In fact, the development of these aids began at the request of our instructors as it helps to lower start-up and/or marketing costs by avoiding the cost of developing these aids in each community. And as demand increases we will lower prices to reflect larger quantities, offering "volume buying" prices.

Some sites purchase the "graduate" materials for participants, however, participants may purchase them individually as well. Graduate products not only offer marketing opportunities in each community but they help to establish a national identity...graduates who attend national conferences can easily recognize others who have completed the program.

Instructor and Graduate order forms for the following products are available from Windflower:

***Second Helping* Instructor Polo Shirts:** Quality Hanes polo shirt with the *Second Helping* logo and "Instructor" imprinted on the back in white and metallic gold. Available in a variety of sizes.

***Second Helping* Marketing Brochures:** Trifold brochure that leave a space for instructors and/or partner-agencies to stamp their names and telephone numbers for inquiries. Printed on recycled paper. They may be purchased in lots of 25. Currently, the pricing ranges from $.22 to $.15 a piece, depending on quantity ordered, plus shipping. Orders of 1000 or more, or customized brochures would receive an individual quote from Windflower.

***Second Helping* Graduate Lapel Pins:** Attractive, jewelry-style lapel pins, 1" diamond shaped, gold/black/white. Available to instructors and their graduates. May be purchased individually or in quantity. Comes in a small gift box. Pricing ranges from $4.00 to $3.20 each, depending on quantity ordered. Price includes shipping.

***Second Helping* and Graduate PMTs:** Camera-ready "slicks" of the *Second Helping* logo or the Graduate logo that may be used to develop customized marketing materials or graduation gifts. They are $4.00 each. No shipping.

***Second Helping* Graduate Tote Bags:** Natural canvas, jumbo tote bags with long handles that display the *Second Helping* logo and "Graduate" inside the logo. Prices range from $10 to $7 a piece, depending on quantity ordered. Price includes shipping.

***Second Helping* Graduate T-Shirts:** Quality 50/50 Hanes or Screens Stars T-shirts that display the *Second Helping* logo and "Graduate" inside the logo. Available in a variety of sizes and colors. Volume pricing available.

***Second Helping* Graduate Certificates of Achievement:** Attractive, gold-flecked certificates. Prices range from $.60 to $.40 each, depending on quantity ordered. May also be customized with your logo (cost will depend on quantity and printing requirements.

The following outline is taken directly from the *Second Helping* Instructor Manual. Items in bold indicate pages that appear in Trainee Manuals.

MODULE I - THE PROVIDER
Philosophy/Objective of Module I
1.0 ELEMENTS OF SELF-ESTEEM
1.1 Importance of Self-Esteem
a) **Who Are You...Really?**
1.2 Why Self-Esteem is an Issue for Family Child Care Providers
Nurturing Qualities
Professional Self-Esteem Obstacles
1.3 Understanding the Elements of Self-Esteem
a) The Language of Self-Esteem
b) **Understanding Definitions**
1.4 Self-Image
a) Where Did We Get It?
b) Is it Who We Really Are?
c) What is its Function?
1.5 The Effect of Inaccurate Information
a) Limitation
b) Avoiding Limitation.
1.6 Self-Esteem
a) Constantly Changing Constant
1.7 Self-Talk
Negative Self-Talk
a) Resistance to Change
b) **The Consequences of Change**
c) **Positive Self-Talk Skills**
Sample Affirmations
How to Use Affirmations
2.0 COMMUNICATION
2.1 The Value of Communication
2.2 Communication Techniques
Communication Concepts & Techniques
Tips for Successful Communication
2.3 Assertiveness
a) Definition
b) Assertive Premises
c) **Assertive Ingredients**
d) **The Process for Assertive Communication**
2.4 **Communicating Through Conflict**
3.0 YOUR STYLE, YOUR BUSINESS
3.1 How Family Child Care Has Impacted Your Life
a) Provider Longevity
b) Balance - Positive Versus Negative
c) Adaptability, Flexibility, Because You Can
3.2 Your Changing Needs
Changing Ages, Changing Times
3.3 Personal Profile
a) Family Child Care Questionnaire
b) Lifestyle Inventory
c) Life Pie

Copyright (c) 1988 by Windflower Enterprises. Revised 1991. All rights reserved.

3.4 What and How to Change
  a) Possible Adjustments
  Choices in Customizing
  b) Planning for Change
  c) Transition
4.0 REFILLING YOUR CUP
4.1 Definition of Burnout
4.2 Overview of Stress and its Effects
  a) What is Stress?
  b) What Triggers Stress?
  c) How Stress Affects Our Lives
  The Many Faces of Stress
  d) Fatigue and Stress
4.3 Life Stress Inventory
  a) **Life Event Scale**
  b) **Stressful Attitudes Assessment**
4.4 Stress and Family Child Care
  Family Child Care Stress Checklist
  a) **The Ebb and Flow of Family Child Care**
  b) **Situational Overload**
  c) **Personal Crisis and Family Child Care**
4.5 Staying Healthy
  a) Modeling Health
  b) Business Survival
  Staying Healthy
  c) Knowing Your Limits
4.6 Burnout Prevention
  a) Stress Releases Valves
  b) Coping and Relaxation Skills
  Learning to Nurture Yourself
5.0 COMING FROM A HIGHER PLACE
5.1 Making a Difference in the World
  a) Impacting Children
  b) Impacting Families
  c) Impacting Society
  d) Impacting the Future
5.2 Provider Bonuses
  Coming From a Higher Place
  I'm Unique/Special Because
Suggested Reading List
Summary Review

MODULE II - THE BUSINESS
Philosophy/Objective of Module II
1.0 UNITY OF THE VOICE
1.1 High Visibility in the Nineties
  Current Statistics Affecting Child Care
1.2 The Window of Opportunity
1.3 **History of Child Care in the United States**
1.4 The New Wave of the Future
1.5 Unity Within Diversity
2.0 PROFESSIONALISM

Copyright (c) 1988 by Windflower Enterprises. Revised 1991. All rights reserved.

2.1 Family Child Care in the U.S.
  a) Defining Family Child Care Concept
    Common Ground - The Unity Within the Diversity
  b) Issues in Professionalism
    Criteria for a Profession
    Issues in Professionalism
2.2 **Benefits of Professionalism**
2.3 Representing Family Child Care
2.4 Professional Support Systems
  a) **Professional Trade Associations**
  b) Support Agencies
    Professional Support Systems
3.0 BUSINESS MANAGEMENT
3.1 Bringing in New Clients
3.2 Telephone Inquiries
3.3 Intake Interviews
  a) Intake Checklists
    Intake Checklist Suggestions
  b) **Philosophical Letters & Provider Portfolios**
    Sample Philosophical Letter
3.4 Written Agreements
  a) Policy Agreements
    Policy Agreement Suggestions
    Sample Policy Agreement
  b) Contracts (Parent/Provider Agreements)
    Contractual Agreement Suggestions
    Sample Parent/Provider Agreement (Contract)
3.5 Observation Visits
3.6 Evolving and Customizing
  a) Ongoing Communication
    Sample Ongoing Communication Technique
3.7 Sick Child Care
3.8 Termination
    Termination Process
3.9 Collection
    Steps in Collection
    Sample Collection Letter
3.10 Vacation Plan
    Cathy's Vacation Plan
3.11 **Hiring and Training a Substitute/Assistant**
3.12 **Information Resources**
4.0 REGULATORY CONSIDERATIONS
4.1 Regulation and Rationale
4.2 Regulatory Agencies
  a) Creating a Positive Rapport
  b) What to Do When You Have a Problem
4.3 Advocating for Change
4.4 **Reporting Child Abuse/Neglect**
5.0 MARKETING YOURSELF
5.1 Creating an Identity
5.2 **Business Cards and Flyers**
5.3 **Networking for Clients**

Copyright (c) 1988 by Windflower Enterprises. Revised 1991. All rights reserved.

6.0 CAREER PATHS
6.1 **Career Ladder Vs. Career Path**
6.2 Why Career Paths Work Well for Family Child Care
Career Path Options for Family Child Care
6.3 Associations and Career Paths
CAFCC Career Path Options
Associations and Career Paths
6.4 Furthering Your Career Path as a Family Child Care Provider
NAFDC Accreditation
Child Development Associate
Master Provider Credential
Suggested Reading List
Summary Review

MODULE III - THE FAMILY
Philosophy/Objective of Module III
1.0 A CELEBRATION OF DIVERSITY
1.1 Diversity in Family Child Care
1.2 Recognizing Diversity in the American Family
1.3 What Makes A Healthy Family?
Traits of a Healthy Family
2.0 THE PROVIDER'S FAMILY
2.1 Your Family and Child Care
2.2 **Coping Skills for You and Your Family**
3.0 TIME MANAGEMENT
3.1 Managing Your Family Child Care Time
Time Management Ideas in Family Child Care
3.2 Daily Energy Peaks and Valleys
3.3 Time Busters
a) **Time Management Tools**
b) **Time Management Tips**
3.4 Fun for You and Your Family
Fun for Families
Fun for You
More Fun for Families
4.0 INTEGRATING FAMILIES - PROVIDER AND CLIENT
4.1 Cultural/Ethnic Diversity
Cultural and Ethnic Differences
4.2 Who's That Stranger at My Door?
a) **Styles of Parenting**
b) **Parental Guilts and Fears**
Common Fears and Feelings for the Family Child Care Provider
4.3 Building and Maintaining Relationships with Clients
a) Approaching Clients
Attitude and Approach with Clients
b) **Common Areas of Conflict with Clients**
c) **Consulting with Clients**
4.4 Families Under Stress
a) Factors Affecting Families
b) Times of Transition
c) The Benefits of Supporting Families Under Stress
d) Knowing Your Limits
Sample Referral Worksheet

Copyright (c) 1988 by Windflower Enterprises. Revised 1991. All rights reserved.

5.0 CUSTOMIZED INTEGRATION
  a) Understanding the Concept
    Customized Integration in Family Child Care
    Customized Integration & Extended Family Ideas
Suggested Reading List
Summary Review

MODULE IV - THE CHILDREN
Philosophy/Objective of Module IV
1.0 WINDOWS OF DEVELOPMENT
1.1 Child Development
  a) **Areas of Child Development**
  b) How Children Develop
    Behavior-To-Age
  c) How Children Learn
    Play Skills = Life Skills
  d) Developmental Appropriateness
1.2 **Observation and Recognition**
2.0 NATURAL LEARNING ENVIRONMENT
2.1 Family Child Care as a Natural Learning Environment
2.2 Components of a Natural Learning Environment
  a) **Physical Environment**
  b) The Adult Role
  c) The Children
2.3 Hidden Curriculum
2.4 Teachable Moments
2.5 Balancing A Hidden Curriculum With Structured Activities
3.0 MANY WAYS FOR ALL AGES
3.1 Managing Individual Activities
3.2 Managing Group Activities
    Many Ways for all Ages
    Time Benders
4.0 CHILDREN AND SELF-ESTEEM
4.1 The Jar Theory
  a) What's in the Jar When They Come to You?
    The Jar Theory
  b) Your Impact on the Child
4.2 Where Do We Begin?
    Developing Self-Esteem in Children
  a) A Sense of Trust
  b) A Sense of Separateness
  c) A Sense of Place in the World
  d) Self-Esteem
5.0 INTERACTING WITH CHILDREN
5.1 Mirror World in Family Child Care
    Children Learn What They Live

Copyright (c) 1988 by Windflower Enterprises. Revised 1991. All rights reserved.

5.2 Developing Relationships With Children
  a) Positive Communication
    100 Ways To Say Good For You
    Tips on Communicating With Children
  b) Creating Friendships
  c) Attitude Adjustments
    Adult Behaviors That Turn Children Off..And Why
    A Child's Bill of Rights
    Attitude Adjustments
  d) Positive Modeling
    Feelings
    Modeled Learning
  e) Cleaning Up Mistakes
  f) Humor

5.3 Therapeutic Child Care and Children Under Stress
    I Can't Say "Help"
    Stress Reduction for Children
    Coping Skills for Children
    Button Pushers

5.4 Saying Good-Bye to Children

6.0 GUIDING AND INFLUENCING CHILDREN'S BEHAVIOR

6.1 **Behavior As A Communication**

6.2 The Guidance Approach
    Punitive Discipline
    What Is Guidance?

6.3 Tools for Guidance
  a) Giving Up Control
    Tools For Guidance
  b) **Rules**

6.4 **Guidance Techniques - Time Outs**
    Additional Guidance Techniques
    Guidance Techniques - Consequences
    Classifying Behavior

6.5 A Partnership for Success
    Happy Face Chart

7.0 QUALITY AND FAMILY CHILD CARE

7.1 Defining Quality in Family Child Care

7.2 Quality Indicators

7.3 Commitment to Quality

7.4 Illustrations of Quality

7.5 Communicating About Quality to Others

8.0 GROWING WITH CHILDREN
    An Exercise in Self-Reflection

Suggested Reading List

Summary Review

Copyright (c) 1988 by Windflower Enterprises. Revised 1991. All rights reserved.

ANY AGENCY/ORGANIZATION CONSIDERING SPONSORSHIP OF A *SECOND HELPING* INSTRUCTOR(S) **MAY ORDER A SET OF TRAINEE MANUALS [SEE THE ORDER FORM AND RELEASE ON THE LAST PAGE OF THIS BOOKLET]**. INSTRUCTOR MANUALS, WHICH INCLUDE LECTURE AND INSTRUCTOR DIRECTIONS FOR ALL 4 MODULES, AS WELL AS EVERYTHING THAT APPEARS IN THE TRAINEE MANUALS (OVER 500 PAGES), ARE ONLY AVAILABLE THROUGH THE TRAIN-THE-TRAINER COURSE, BUT INSTRUCTORS ARE ENCOURAGED TO SHARE THE INFORMATION WITH THEIR PARTNER-AGENCY/ORGANIZATION.

The Master Provider is an advanced credential, specifically designed for family child care providers by Windflower Enterprises.

The Master Provider Credential supports the concept that the key to promoting quality family child care and provider longevity, is to promote continuing education and training. Beyond this, family child care providers deserve to be recognized for the investment they make in their own professional development.

The Master Provider Credential supports the idea of setting standards from within the profession, as well as offering consumers a guidepost for seeking professional providers who continue their education and training.

The credential also recognizes that there are many "right" ways to obtain appropriate education and training, thereby respecting the diversity of providers -- there is no single path that meets the needs of all family child care providers.

Eligibility Requirements:

* 5 years experience as a (mandatory or voluntarily) licensed, registered, certified or otherwise regulated family child care provider (where available).
* 20 hours of basic training (may include workshops and conferences or a formal basic training course).
* Current NAFCC Accreditation **OR** Family Child Care CDA **OR** minimum Associates Degree in ECE or Child Development (Some state credentials may apply).
* Completion of *Second Helping*, or comparable advanced course, specific to family child care (criteria established).
* Current membership in NAFCC, as well as state and county affiliates (where available).

Each **Master Provider** is certified for two years. During that two-year period, a provider can remain eligible for re-certification by:

* Maintaining original requirements
* Attending at least one 6- to 8-hour family child care-related workshop or seminar **AND**
* Proof of attendance in at least 16 hours of additional continuing education, including conference workshops, food program trainings, etc. **OR**
* Proof of completion of one Early Childhood Education semester course at an accredited college.

This flexibility encourages providers to obtain their continuing education in the environment that best suits their needs, comfort level and career path.

Master Providers receive a packet that includes their certificate, ribbon, lapel pin, letter for their parent-clients, continuing education credit sheets and instructions for updating their status. In addition, local child care support agencies as well as state and local provider associations are notified when a provider obtains the credential. Future plans include brochures for current and prospective clients regarding the credential.

A Master Provider Credential costs $25.00.

For brochure and application contact: Windflower Enterprises
815 N. Nevada Avenue
Suite 1
Colorado Springs, CO 80903
(719) 520-1614

The History and Philosophy of Windflower Enterprises

The members of Windflower Enterprises are Catherine Clarke, Cynthia Neale-Downing, Sandra Schalmo and Cheryl-Ann Whitehead.

We began our association in 1983 as friends who shared common interests -- three licensed family child care providers and one provider/child advocate. Our combined work experience included employment in Child Care Food Programs, resource and referral, center-based care, public education, the U.S. Congress, newspapers, public relations, and corporate business -- as well as in family child care.

Together and individually, we were actively involved in the Colorado Association of Family Child Care for many years. Individually and in various pairings, we were also learning and fine tuning our presentation skills as trainers and public speakers -- through parent and provider trainings, and various other business and civic presentations.

Over the years our friendship evolved into an extended family which includes our spouses and children. We spent many hours together, developing our natural synergy and indulging in our favorite activity -- sharing our ideas and visions with one another. Or, as we call it, "dreamweaving."

During this time, the Colorado Association of Family Child Care was busy gathering data, based on provider surveys. CAFCC learned that providers approached a "burnout threshold," somewhere between the 3- to 5-year mark. Results also showed that the availability of continuing education and training was a top priority for providers.

In 1988, CAFCC's Education Foundation decided to put these survey results to good use. They submitted a grant proposal to a local foundation for the development of an advanced training to address quality and provider retention. They received the funding. We were invited by CAFCC leadership to submit a curriculum outline for an advanced enrichment training, because of our experience as advocates and trainers, and our strong belief in provider education.

We realized that a substantial commitment of time and energy would be required in order to produce a quality product, so when we presented our outline and proposal, we decided to take three major steps: first, we created a formal business partnership; second, we requested payment for our work; third, we retained the copyright on our work in order to make it available outside Colorado. [In exchange for the development funding from CAFCC, they received exclusive rights to administer *Second Helping* throughout the state of Colorado for a period of 3 years.]

We formally began our work in March of 1988, naming ourselves Windflower. The name Windflower, and our slogan "planting the seeds for tomorrow's garden," came in to being as a result of our collective beliefs: children are the flowers of the future and we, as teachers, consultants and advocates, are planting the seeds of our experience and philosophy with the hope of nurturing tomorrow's garden of flowers in the healthiest soil possible. [Amusingly, "Enterprises" was added to our name after it was discovered that a local goat farm was also named Windflower.]

In October of 1988, we completed the first draft of the 32-hour course and accompanying manuals. We named it *Second Helping* as a tribute to the basic training that had been developed in Colorado 10 years previously, called *Spoonful of Lovin'*. We then presented a 48-hour Train-the-Trainer Course to the instructors that had been selected by CAFCC. Through this process and the feedback we received from the instructors, we worked on rewrites and additions until the course was set to be piloted in March of 1989.

At about the same time, CAFCC made the bold decision to form a partnership with the Denver metro-based Work and Family Consortium, a resource and referral agency. Together they submitted a grant proposal to the Mervyn's Family-to-Family Initiative to fund concurrent projects -- training and recruitment. They became one of the first Mervyn's sites. Although the priority of the Initiative at the time was basic training, after reviewing *Second Helping* they agreed to include funding for the continuance of the advanced course.

Second Helping was successfully piloted through June of 1989, and during this pilot we made further adjustments to the course. To date, *Second Helping* has proven to be CAFCC's most successful training project, with nearly 300 graduates in a 3-year period. In one eight-month period (January 1, 1990, to August 31, 1990) 85 out of 87 providers who were registered completed all 4 modules. Two providers did not graduate from the program -- one left family child care to fulfill her goal of becoming a county deputy sheriff and one moved to another state!

After careful study of over 200 curriculum evaluations, further improvements and adjustments were made and in April of 1991, the availability of *Second Helping* outside the state of Colorado was formally announced at Save the Children's Family Child Care Technical Assistance Conference in Atlanta.

We were excited and gratified to learn that *Second Helping* was approved as a training choice for sites participating in the Target Family-To-Family Initiative. The first Target site to establish Second Helping in their community was Milwaukee, Wisconsin.

In the summer of 1991, Wheelock College in Boston included the *Second Helping* Train-the-Trainer Course, as well as a Leadership Development Seminar in which we participated, as part of their Advanced Seminars in Child Care Administration. We have returned to Wheelock College to present the *Second Helping* Train-the-Trainer Course every summer since. Wheelock, and the people we work with there, continue to hold a very special place in our hearts.

Our ultimate goal with *Second Helping* is accessibility in all communities, so our approach must offer choices based on the needs of each unique and diverse community. We believe our structure offers many viable options and greatly enhances the philosophy of promoting partnerships between family child care providers and associations, support agencies and business/industry.

During the initial development and piloting phase of the course, Windflower also developed an advanced credential for family child care providers, the **Master Provider** program. The credential was developed to recognize and encourage providers who make a continuing investment in education and training -- in a variety of settings [See Pages 40-41].

Early in 1990, we became Windflower Enterprises, Incorporated. In April 1990, we also released a family child care position paper entitled, ***The Provider Connection: A Closer Look at the Relationship Between Family Child Care Providers, Resource and Referral and Other Child Care Agencies***, endorsed by the National Association for Family Child Care. Over 1,500 copies have been distributed nationally and it continues to be requested by providers and agencies alike.

In April 1992, at the Technical Assistance Conference in Atlanta, we released ***The Language of Money and Family Child Care***, in collaboration with Kathy Modigliani (Wheelock College), Marcy Whitebook (Child Care Employee Project), Margaret Boyer (Child Care Workers Alliance) and others, to address the issues of money, compensation and career development as they relate to family child care. Revised in 1993, the publication (and the issue of compensation) is still gaining momentum in the family child care field.

The **FAAIR Coalition**, an ad hoc advocacy effort coordinated by Windflower Enterprises, was established in 1992, to address the career or professional development movement. This growing advocacy effort is working to focus the attention of providers on comprehensive training and professional development systems on a state and national basis and to ensure that the voice of family child care is represented.

In 1993, **The Windflower Institute** was birthed, along with its first project, ***The Garden***, a national quarterly newsletter dedicated to sharing the professional growth of family child care. The Institute is in the process of obtaining 501(c)3 non-profit status. Once complete, both *Second Helping* Instructors and Master Providers will be certified through the Institute. Plans for the Institute include continuing national advocacy for the profession, research projects and provider educational opportunities.

Windflower is dedicated to promoting quality child care for children and the growth and development of the family child care profession.

WINDFLOWER Enterprises

A National Organization of Child Care Advocacy and Professional Development

R E S U M E

OUR PURPOSE

---

* To contribute to the quality of the formative years of childhood, whether in the home, child care setting or other group setting.
* To encourage and support the harmony and balance of families, be they traditional, blended or single parent families.
* To promote professional growth and enrichment for child care providers, others who work with children, and child care support agencies.

WHAT WE OFFER

> Child Care Training & Development
> Child Care Advocacy
> Credentialing Program
> Variety of Workshops/Presentations
> Parenting Seminars
> Speaking Engagements
> Consultation
> Leadership Development

SUMMARY OF COMBINED EXPERIENCE

Child Care:

> Thirty-eight years combined experience in child care.
> Six years combined experience as therapeutic child care providers, Project Respite & Remediation, a federally-funded program.
> One current, two former licensed family child care providers, one family child care advocate and trained substitute.
> Three have worked in child care centers.
> All have been child care consumers.

Administrative:

> Administrator(s), Evergreen Child Care Food Program
> Administrator, Pikes Peak Child Care Resources (R&R)
> Coordinator, Project Respite & Remediation (Therapeutic Care)
> Author, Newspaper/Magazine Articles (Child Care Issues)
> Legislative Assistant, United States Senator
> Elementary School Teacher, Kansas Public Schools
> Public Relations Director, American Heart Association
> Systems/Procedures Analyst, IBM Corporation
> State Conference Chair, Colorado Association of Family Child Care

SUMMARY OF ACTIVITIES/INVOLVEMENT

> Design, Development & Distribution, *Second Helping*
> Administration, Master Provider Credential Program
> Keynote Presentations, National and State Conferences
> Leadership Development Seminars
> Consulting, Wheelock College, Center for Career Development in Early Care and Education
> *The Provider Connection*, originally published in 1990
> *The Language of Money and Family Child Care*, published in 1992
> Conference Workshops & Presentations at local, regional, state and national conferences (CAFCC, FCC Western Regional, CAEYC, NAEYC, TAC, NACCRRA Western Regional)
> Provider Sensitivity Training, State Regulatory In-Service, Denver, CO
> Public Parenting Skills Workshops, throughout Colorado
> Statewide Family Child Care Basic Training, Red Rocks Community College, Jefferson County, Colorado
> Child Care Food Program Trainings, throughout Colorado
> Basic & Advanced Family Child Care Trainings, various Community Colleges and other agencies throughout Colorado
> Outreach Training, various Affiliates, Colorado Association of Family Child Care (CAFCC)
> Volunteer Board, Committee, input or project involvement for various national organizations (NAFDC, Wheelock College, Families & Work Institute, NCJW, Thelma Harms, Cornell University, Child Care Action Campaign, Child Care Employee Project, etc.)

SUMMARY OF COMBINED EDUCATION AND TRAINING

* A.S. - Child Development/Early Childhood Education
* B.S. - Elementary Education
* B.A. - English Literature
* Therapeutic Child Care Training
* Graduate Seminars, Wheelock College, Boston:
  - Child Care Resource and Referral Series
  - Family Child Care Leadership Series
* NAFDC Accreditation
* Validator, NAFCC Accreditation Program
* Continuing Education, Local, State and National Conferences

CATHERINE CLARKE
CYNTHIA NEALE-DOWNING
SANDRA SCHALMO
CHERYL-ANN WHITEHEAD

WINDFLOWER ENTERPRISES
815 N. Nevada Avenue, Suite 1
Colorado Springs, CO 80903
(719) 520-1614

WINDFLOWER ENTERPRISES, INC.
***SECOND HELPING* MANUAL RELEASE/ORDER FORM**

_____, certifies that our
(Agency or Organization / Legal Name)

agency/organization will purchase a complete set (4) of *Second Helping* Manuals from Windflower Enterprises, copyright holder, for the purpose of review and assessment by our staff/board and/or possible funding sources, and for no other unauthorized purposes.

_____, and its agents, agree
(Agency or Organization / Legal Name)

to refrain from duplicating these materials, or other copyright infringement, or using the materials for the purposes of training the curriculum.

_____
(Agency or Organization / Legal Name)

_____
(Authorized Agent & Title - Please Print)

SIGNED:_____

DATE:_____

ENCLOSED IS A CHECK / MONEY ORDER IN THE AMOUNT OF $28.00. PLEASE FORWARD ONE SET (4) OF SECOND HELPING TRAINEE MANUALS TO THE NAME AND ADDRESS LISTED BELOW:

_____
(Name)

_____
(Agency)

_____
(Address)

_____
(City, State, Zip)

_____
(Area Code, Telephone Number)

MAIL TO: WINDFLOWER ENTERPRISES, INC., 815 N. Nevada Avenue, Suite 1, Colorado Springs, CO 80903.